TO: John Spencer
Dean of the College

FROM: Arnold McKinney
Associate Dean of Students

"A BLACK PAPER"

cc: Erica Wonnacott
Karen McKinney
Fred Neuberger
President Robison

10/6/76

The College's Response to the King Committee Report

The death of Martin Luther King, Jr. touched off many different reactions and actions throughout the nation. At the Middlebury College Memorial Service for Dr. King, President Armstrong announced his intention to appoint a special committee to make recommendations as to how Middlebury College, as an educational institution, could best respond to the problems responsible for the nation's "period of basic national stress." (One of Middlebury's black students referred to the Committee as "White Chapel's response to white people's favorite problem - black people.") Every segment of the College community was represented on the committee which became known as the King Committee. It recommended that the following actions be taken:

1. Expansion of Recruitment of Disadvantaged Students - Immediately
2. Expansion of Financial Aid Funds for Disadvantaged - For the Class of 1973
3. Funding for the Y.O.U. Program - By the Spring Meeting of the Board of Trustees
4. Appointment of Director of Programs for the Disadvantaged - Before the Beginning of the Academic Year 1969-70
5. Implementation of Curricular Reforms - Fall Term, 1969
6. Implementation of Special Program and Recommendations on Policy - As Soon As Possible, No Later Than Fall, 1970
7. Establishment of Summer Remedial Program - Summer, 1970
8. ABC Affiliation - Summer, 1970[1]

Although no formal reply to the Committee's report was ever made, several of its recommendations were adopted by the College. The College moved rapidly and successfully to expand its recruitment of "disadvantaged" (read: Black or minority) students. The enrollment statistics given at the conclusion of this memorandum indicates that the College's program in this area has met with some success. Unfortunately it is seldom recognized that the attraction of minority students is a much less difficult and complex problem than the retention of these students. I will speak directly to this problem at another point in this memo. The Orientation and the I.D. Programs are the College's major response to the Committee's recommendation for special programs focusing on the academic problems of disadvantaged students. The College expanded the amount of financial aid funds available for "minority/poverty" (read: disadvantaged black or minority) students for the class of 1973 and began a policy of designating a specific amount of the freshman class financial aid budget for minority/poverty applicants. The statistics on the financial aid program for 1969-76 are in the appendix to this memo.

[1]King Committee Report

The Committee's recommendation on the Y.O.U. Program was accepted. The program operated very successfully for seven summers. Y.O.U. is currently a victim of the community's and the nation's attitude toward social programs. It is the hope of many Y.O.U. ex-staffers and campers that the program will be resurrected. This is an unrealistic expectation. The Committee's recommendation on the A.B.C. program met with much disagreement within both the black and the white communities. It is my personal and professional opinion that the College should not try to have an A.B.C. Program instituted in the town of Middlebury. Neither federal nor state funds were available for the Special Summer Program to be run jointly by Middlebury and the University of Vermont. I do not know whether foundations were approached on the possibility of funding these programs.

The College's decision to drop its distribution requirements voided the Committee's recommendation for the waiver of the language and/or the science requirement for disadvantaged students. It will be interesting to see if the current curricular "innovations" (read: distribution requirements) will necessitate a reconsideration of the King Committee's recommendation in this area. I would project that a reconsideration will not be necessary nor would one be desirable.

It was decided that to hire a person to be the full time Director of Programs for the Disadvantaged would not be in the best interests of the College. I totally agree with this decision. To have a "Dean of Disadvantages" would further serve to isolate a segment of the community that is already isolated enough. It is of the utmost importance that the person generally responsible for the affairs of minority/poverty students be fully integrated into the affairs of the College. This cannot be done unless that person is given specific duties and responsibilities that affect the general life of the community.

Admissions Picture: "Picking Winners or Developing Potential"

The aspect of Middlebury's (or any other college's) response to the plight of disadvantaged students that generally draws the most attention is the College's policy on the recruitment and admission of these students. Two points should be clearly understood:

1. All colleges, including Middlebury, traditionally have admitted "risk" students
   - alumni children
   - V.I.P. children
   - athletes
   - faculty-staff children
   - "special talent" (oboe players)

These "risk" students are not as visible as the minority student and they have a more acceptable support constituency.

2. Increased (or just continued) enrollment of minority students means that the College will have to continue to reach into a pool of students who do not have the traditional academic qualifications. There is not a large supply of minority students who have all the characteristics of the usual white applicant to Middlebury.

When the decision was made for Middlebury to expand its population of minority students it was necessary for the College to decide whether it would go into the business of "picking winners" or of "developing potential". For a variety of reasons, practical and idealistic, the decision was made to go in the direction of the development of potentially good students. The pool of minority students with academic creditials that would normally get them into a competitive school is very small. In order to attract these students Middlebury has to successfully compete with the Ivy League, the Seven Sisters, and the very good small schools (i.e. Williams, Swarthmore and Wesleyan). In the minority admissions area, I think it is erroneous to believe that Middlebury can consistently compete with these institutions. In addition to this very practical consideration, the College generally has felt that a more worthwhile contribution was to be made to the minority community by working with students that the general community had seemed to overlook (to be polite). This does not mean that the Admissions Office turns away the middle class minority student with all of the traditional qualifications. Those students are identified traditionally as the "winners". It does mean that Middlebury normally takes more minority students who would be classified as "risks" than the other schools with whom we like to compare ourselves. I feel strongly that this is the only way to operate in these areas.

Although we have not been able to keep contact with all of the minority students who have gone through Middlebury, I do have information on many of these students who were admitted as "risks". (See Appendix) Comparative information and statistics on the survival and achievement of minority students classified as "risks" is not very easy to obtain. Based on our own information and casual reports from our sister institutions, I believe that Middlebury's program is relatively effective.

Admissions Picture: The Immediate Future

"Problems in Recruiting"

1. Isolation of Vermont
2. Lack of a Black Community
3. Attraction of Urban Institutions
4. Competition from Dartmouth, Williams, Wesleyan, Vassar, Tufts and Amherst
5. Recruiting Funds
6. Cost

"Recommendations"

1. A full time minority (Black or Puerto Rican) staff member to coordiante the admissions program. The importance of not restricting this person to just minority recruitment cannot be overemphasized.

2. The total admissions staff must be involved in the recruitment procedure.

3. The College film should not be used in Black schools.

4. Alumni and Parents must be used to a greater extent.

Academic Support Within the College

1. The Orientation Program operates for three weeks at the conclusion of the summer. The program has operated for seven years. It is an academic experience devised to give the College a better assessment of the ability of its incoming minority freshmen. The program also provides the student with a realistic evaluation of his or her academic skills. The program has been staffed with, at least, one regular faculty member, three upperclassmen, and slave labor from the Deans and Admissions office. The syllabi from this summer's program gives some indication of the intensity of the program.

The minority applicants are divided into three separate categories:

those who must attend Orientation
those who are advised to attend Orientation
those who are classified as "winners" and are therefore not invited or mandated to attend the Orientation

The selection process for inclusion in the program considers the same factors as are considered during the admissions process. The College normally has taken the position of erring on the side of including students who may not necessarily need the program than excluding students who might need the program. This often causes some disagreement with parents and prospective students. The only way to deal with this problem is to meet the problem head-on and be very honest about what the College policy is on this matter.

"Recommendations"

a. The Dean of Students office should continue to be responsible for the operation of the program.

b. Additional funds for more faculty participation is needed.

c. A Black person must be the director of the program.

2. The I.D. course is a make-shift response to the need for a sound program to focus on the students major academic problem - the ability to write. The course traditionally has been taught by one of the assistant deans with assistance from one or more faculty members. Just as the money for operating Y.O.U. has dried-up so has the faculty's interest in staffing the I.D. course. The College has not made funds available to facilitate released-time for faculty to work in the course. Karl Lindholm's high school teaching experience and his enthusiasm may be just what the program needs. An evaluation of the program should be made at the conclusion of this year.

"Problem and Recommendation"

The Orientation and the I.D. course, with all of their shortcomings, work moderately well for the majority of our students. They are not effective for the disadvantaged student with an interest in the natural sciences or mathematics.

A step in the right direction would be to implement and I.D. course emphasizing the use of mathematics. This type of course would be very useful to a whole range of Middlebury students (Black or White) especially since we have returned to distribution requirements. Betsy Bennett would be an ideal person to staff this course. Betsy taught the math course in the Orientation Program. Her course was the most successful of all the courses.

Retention: "You can take a horse to snow, but you can't make him ski."

Middlebury's major problem with minority students has been retention. Exact statistics are not available, but an unofficial survey indicates that Middlebury has had at least 18 voluntary withdrawals (in good standing) over the last four years. During the same time period we have had 6 medical (psychological) withdrawals. In addition to the students who have left Middlebury for purely personal reasons, there has been a number of students who have left because of academic failure. Unfortunately the picture is not very clear because many of our academic failures were failures because of social and emotional problems and not because of their academic ability. I am not quite sure of what the College can do about this problem, but a clear awareness of some of the problems faced is a necessity.

"Problems"

1. The College and the community lacks a Black community. Students have very few choices (to use the term few is really an exaggeration) of adult minority people to turn to for advice and understanding.

2. The Middlebury College community is subject to the same social and racial pressures as the rest of the nation. The College is not immune from the racism that is so pervasive throughout the nation. The College is a reflection of the society's problem. Traveling on a bus for three hours from Boston or New York does not remove the racial tensions felt by both the minority and the majority members of the community.

3. Middlebury is such a small community that the news of small incidents travel very quickly. The white student who refers to Blacks as the "Coons" should realize that this type of statement inevitably gets back to the Black community. The White student who justifies his ability to dance by referring to the possibility of "Niggerblood" in his veins adds to the climate of racial tension that is present on the campus. White students have made very little effort to be sensitive to the Black students' situation.

4. The faculty and the administration often makes the mistake of thinking that they are being "just" by treating all students, Black or white, equally. This approach often can be disastrous. People should be more concerned with the fairness of treatment to the individual concerned. To state, at this late date in our history, that we are now going to treat everyone equally, ignores the inherent inequality of being Black in this White society.

5. Members of the general community often chastize Blacks for the high degree of separatism that characterizes Black social life. This problem is closely allied to problem No. 2 (above). People tend to forget that we are all part of a segregated and separatist society. The percentage of Black students eating together in Proctor is no higher than the percentage of white students eating together.

As more minority students attempt to de-isolate themselves the College is in for even more racial tension. Association and interaction will increase the number of racial incidents on campus. Another dimension to the problem is that whites do not always know the reasons why Blacks do not get involved with many of the College's extracurricular activities. Whites, students and administrators, tend to associate Black student uninvolvement with student clubs with the Black students dislike for whites. This may be true in some cases, but it is just as true that Blacks have less time to get involved because of their academic problems and that Blacks often do not like what is being offered by many of the student clubs. A check of the social calendar for any given year will indicate numerous blue grass concert and folk music events, unfortunately for a certain segment of the community these events exhibit the wrong "folk". The one area in our (the nation's) culture that is uniquely American is Jazz, blues, and Soul music. Most of modern day rock music is stolen from the Black community. The minority students have a hard time understanding the community's seeming lack of interest in inviting Black and Latin groups to the campus. If all the racial hostility on the campus disappeared tomorrow I doubt that the Mountain Club would have an influx of minority members.

6. There are many faculty members on campus who by acts of commission or ommission are known as racists by the minority community, students and administrators. There is absolutely no way to cope with this problem other than having the students avoid the professor.

7. Minority students normally are exposed to a very high degree of pressure from their families. The importance of education to the minority family can generate tremendous guilt feelings in minority students who are not performing as well as their parents had hoped. Minority parents often do not understand the type of social pressure that their children face in an all white community. Parents tend to write-off the social problems by telling their children that they are not in school to socialize.

8. The size of the minority enrollment makes meaningful dating realtionships within the minority community very difficult. The vast majority of minority females will not date white males. Black males tend to be slightly more flexible in choosing their dating partners, but the pressure against the person who is "talking black and sleeping white" is quite intense.

APPENDIX

A. Financial Aid Statistics for 1969-76

B. Minority Student Enrollment: 1969-76

C. Minority Admissions Factors

D. Minority Recruitment: Areas Visited

E. Sources for Minority Recruiting other than High Schools

F. The New England Consortium of Black Admissions Counselors: Statement and Membership

G. "Risk" Students: Classes of 1973 -76 (Partial Listing of Determinations)

H. 1976 Summer Orientation Program Syllabi

FRESHMAN CLASS FINANCIAL AID STATISTICS FOR 1969-1976

YEAR	MINORITY/POVERTY	NON-M.P.	TOTAL	COMPREHENSIVE FEE PLUS EXPENSES
1969-70	$50,000	$80,000	$130,000	$4100
1970-71	50,000	100,000	150,000	4350
1971-72	60,000	125,000	185,000	4550
1972-73	50,000	125,000	175,000	4650
1973-74	63,000	139,000	202,000	4900
1974-75	64,000	141,400	205,400	5050
1975-76	74,000	162,000	236,000	5450
1976-77	80,000	216,000*	296,000	6000

*This figure includes a supplemental grant of $36,000 for the "admit-deny" group. The College's normal policy does not permit the acceptance minority students in this category.

MINORITY*STUDENT ENROLLMENT: 1969-1976

1969	35
1970	34
1971	52
1972	73
1973	72
1974	73
1975	65
1976	60

*Minority has been defined by the College to include Africans, American Blacks and Hispanics.

(Note: The enrollment reflects the Fall Term opening of school population.)

Minority Admissions

External Factors Affecting Acceptance

Academic Criteria

- High School Record
- Performance on Standardized Tests
- Recommendations from Counselors and Teachers
- Reputation of High School
- Academic Interest

Non-Academic

- Community and/or Family Support
- Non-Academic Interests: Projected Input to the College Community
- Geographical Distribution
- Age and Sex
- Experience Level
- Recommendations from Community/Organizational Representatives and from Middlebury Students and Alumni

Internal Factors Affecting Acceptance

- Academic Support within the College Community
- Availability of Financial Aid
- Status of Minority Community within the College

MINORITY RECRUITMENT: AREAS VISITED

Primary Target Areas

New York City
North New Jersey
Cleveland, Ohio
Chicago, Illinois
Boston, Massachusetts
Washington, D.C.
Syracuse-Rochester-Buffalo, New York
Philadelphia, Pennsylvania
Wilmington, Delaware
Hartford-New Haven, Connecticut

Secondary Areas

Atlanta, Georgia
New Orleans, Louisiana
Richmond, Virginia
Durham Greensboro, North Carolina
Pittsburgh, Pennsylvania

RESOURCES USED FOR MINORITY RECRUITING OTHER THAN HIGH SCHOOLS

Upward Bound Programs

Talent Search Programs

ABC Programs

Opportunity Project for Education Now (Project O.P.E.N.)
Washington, D.C.

Aspira

NSSFNS - Student-College Interview Sessions

East Side Settlement House

Washington D.C. and Chicago NACAC College Fairs

Barnard Pre-College Enrichment Program (PREP)

CONN PEP

N.Y. East Harlem College & Career Counseling Program

Consortium of Greater Queens College Day

Sponsors for Educational Opportunity

THE NEW ENGLAND CONSORTIUM OF BLACK ADMISSIONS COUNSELORS

The New England Consortium of Black Admissions Counselors (NECBAC) grew out of the recognition that the primary concern of black admissions counselors in pre-dominantly white New England institutions is the minority student. NECBAC feels that it can best serve the minority student by establishing cooperative travel programs, workshops and materials to increase the minority student's awareness of post-secondary opportunities. Through cooperative work NECBAC will be able to reach a larger number of minority students than individual admissions counselors can and thereby increase minority student enrollment at member institutions.

Following is the list of members.

Amherst College - Lesley G. Cohen - Assistant to the Director
Brandeis University - Sharon Wilkins - Assistant Director
Clark University - Carol Cotman - Assistant Director
Colby College - Michelle Roberson - Assistant to the Dean
Connecticut College - Ron Ancrum - Assistant Director;
Co-chairperson NECBAC
Middlebury College - Karen McKinney - Assistant Director;
Co-chairperson NECBAC
Simmons College - Pamela Brooks - Assistant to the Director
Trinity College -
Tufts University - Stephanie Bibb - Assistant Director;
Secretary-Treasurer NECBAC
University of Bridgeport - Leonard Campbell - Director of Graduate Admissions
Wesleyan University - Lauren Joichin - Assistant Dean
Wheaton College - Linda Harrison - Assistant Dean of Student Life
Williams College - Janice Smith - Assistant Director

1976 Summer Orientation Program Syllabi

THE FAMILY AND THE CHANGING SOCIAL SCENE

The class and film schedule will be as indicated on the cards. Please note that all Project Presentations will be held in Proctor Lounge. Project C will be presented at 9 a.m. on Thursday, September 2nd.

Papers must be given to Dean McKinney at the assigned time. A penalty of 10 points will be assessed against late papers handed in within 24 hours of the assigned time. Papers will not be accepted after this time.

Your final grade will be based on three factors:
a. participation and effort (30%)
b. 3 papers (40%)
c. Quizzes and final examination (30%)

First Week

Readings: *1. Otto - "What Is a Strong Family?" (Monday)
*2. Parsons - "The Normal American Family" (Monday)
3. Miller - Death of a Salesman or Hansberry - A Raisin in the Sun (Wednesday)

Paper: 750 - 1000 words (Thursday, 10 a.m.)
Project A: Friday Presentation

Second Week

Readings: *1. Kaplan - "Sexual Revolution" (Monday)
*2. Limpus - "Sexual Repression and the Family" (Monday
3. Rossner - Looking for Mr. Goodbar (Wednesday)

Paper: 750 - 1000 words (Wednesday, 10 a.m.)
Project B: Friday Presentation

Third Week

Readings: 1. Reed - "Is Biology Woman's Destiny" (Monday)
*2. Marmor - "Changing Patterns of Femininity" (Monday)
*3. Beal - "Double Jeopardy: To be Black and Female" (Wednesday)
*4. Benston - "The Political Economy of Women's Liberation" (Friday)

Paper: 500 - 750 words (Wednesday, 10 a.m.)
Project C: THURSDAY PRESENTATION - 9 a.m.

Final Examination: Friday, September 3rd, 10 a.m. There will be 1 essay question and 10 objective questions.

*These articles are on reserve in the Library. The other material is either in your room packet or available for purchase in the College Store.

NOTE: Please remember that you are responsible for the material presented in the weekly films.

READING AND STUDY EFFECTIVENESS

The main objectives of the reading and study effectiveness course are to help students: 1) increase reading speed while maintaining good comprehension: 2) develop critical reading skills: and 3) develop good study habits.

The class will proceed as follows, each area stressed as part of an integrated process.

Week One: Monday, 8/16 - 1. Preliminary testing: identification of the five different reading rates.

Wednesday, 8/18-1. Study skills (notetaking, SQ3R study method, scheduling and concentration)
2. Reading rate chart for Looking for Mr. Goodbar will be distributed.

Thursday, 8/19-1. Mechanics of reading (perception, fixation phrase reading, regressions, vocalizing and key word reading)
2. Assignment: study material on paragraph patterns.

Friday, 8/20- 1. Quiz on handouts on paragraph patterns
2. Comprehension (sentence reading and paragraph study)
3. Assignment: Use SQ3R method to study readings for seminar due on Monday, 8/23.

Week Two: Monday, 8/23- 1. Quiz on assigned readings
2. Comprehension (identifying the main idea)
3. Assignment. a. Main Idea Exercise
b. Study material on roots and affixes

Wednesday 8/25- 1. Skimming and scanning - uses and techniques
2. Reading rate charts will be distributed.

Thursday, 8/26- 1. Vocabulary (Context Clues)
2. Assignment: Vocabulary Exercises

Friday 8/27- 1. Test on use of affixes and roots
2. Assignment: Use SQ3R method to study readings for seminar due on Monday, 8/30

Week Three: Monday 8/30- 1. Quiz on assigned readings
2. Vocabulary and test-taking
3. Assignment: Vocabulary exercises

Wednesday 9/1- 1. Reading for details (recall)

Thursday 9/2- 1. Critical reading

Friday 9/3- 1. Review and post-testing

Students will be encouraged to use techniques discussed in class in every phase of their reading. Daily practice will be emphasized and students will be required to keep charts of their reading rates which are to be brought to class everyday and which will be collected without notice. Pre- and post-tests will provide the measure of progress for each student. Final grade will be based on:

Assignments - 40%
Quizzes - 25%
Improvement - 20%
Class Participation - 15%

COMPOSITION

First Week

Tuesday: *Warriner's English Grammar and Composition - Chapters 11, 16, 17 and 20

Thursday: Strunk's The Elements of Style - pp. 1-33

*On reserve in the Library

Second Week

Tuesday: Warriner's Chapters 6, 7, 13 and 14

Thursday: Strunk's pp. 34-78

Third Week

Tuesday: Warriner's Chapter 15

Thursday: Warriner's Chapter 21

Assignment: You are to keep a daily (including week nds) journal in the book provided. The journal is to be brought to every Family seminar and Composition class. The journal will be subject to random inspections at the will of the instructor. You must write one page per day. The choice of subject matter is completely left to your own judgment.

Examinations and Final Grade: There will be periodic, unannounced quizzes on the material presented in the readings. Your final grade will be based on three factors:

1. Journal (50%)
2. Class participation and effort (25%)
3. Quizzes (25%)

MATH

Instructor: Mrs. Betsy Bennett
Course Meets: 9 A.M. Monday, Tuesday, Wednesday, Friday
Room: Science Center 203
Final Exam: 9 A.M. Friday, September 3

Course Objectives:

To review the concepts of mathematics and techniques of problem solving assumed to have been studied previously by students entering a 100 level course in mathematics, science or economics at Middlebury College.

To use those concepts and skills to investigate some new ideas.

Format:

The course meets for one hour a day, four days a week with approximately 2/3 of each class period devoted to lecture and explanation and 1/3 to discussion of homework, questions and student presentation of material.

On the first day of class you will receive the daily reading and problem assignments for the first week. On each Friday you will receive the list of assignments for the following week. Homework is to be handed in at the end of each class period beginning on Tuesday, August 17. There will be one Pre-A (mid-term test) during the regular class period on Wednesday, August 25. There will be a one hour final exam on Friday, September 3.

Grades:

It will be possible to earn from 0 to 300 points in this course, it will be necessary to earn at least 180 points to pass.

Each homework assignment is worth 5 points (on time), 2 points (late, but within 24 hours of the time due) or 0 (under any other circumstances). A perfect Pre-A will be worth 100 points and it will be possible to earn up to 150 points on the final exam.

Office Hours:

Check with me after class or call me at home (388-6865) and I will arrange a time to meet with you in my office (Warner 302) or at home (1 Adirondack View).

Betsy Bennett